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ABSTRACT

The Pre-Professional Skills Test (PPST) and the National Teacher Examinations (NTE) were examined as predictors of student classroom performance as measured by three instruments from the "Teacher Performance Assessment Instruments" (TPAIs) of W. Capie et al. (1979). Subjects were 305 teacher education students taking the student teaching practicum in 1988 and 1989 at Idaho State University. Most (n=247) were college seniors; 31 were graduate students. The three TPAIs instruments used were: (1) the Teaching Plans and Materials instrument; (2) the Classroom Procedures instrument; and (3) the Interpersonal Skills instrument. Subjects took the PPST as a requirement for admission to the teacher education program and took the NTE in their final year of teacher preparation. Twenty-four raters used the TPAIs instruments to evaluate the students. The PPST and the NTE were found to be weak predictors of actual classroom performance of student teachers, based on the TPAIs results. These tests may be measures of subject-matter knowledge but did not reveal how teacher education students would perform in the classroom and did not appear to be appropriate competency measures for teacher certification. Appendix A contains the summary data sheets for the TPAIs instruments, and Appendix B is the coding sheet for student performance. Three tables summarize the analyses. (SLD)

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The PPST and NTE as Predictors of Student Teacher Performance

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Idaho State University

Paper presented to the annual meeting of the Northern Rocky Mountain Educational Research Association, Jackson, Wyoming, October 5-7, 1989

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The PPST and NTE as Predictors of Student Teacher Performance

In response to the demand for improved teacher quality and increased accountability, many states and school districts have mandated policies requiring successful performance on competency examinations prior to teacher certification. Every state except Alaska and Iowa has adopted or is in the process of adopting some form of teacher testing program (Rudner, 1988). As of April 1988, 44 states had implemented or decided to initiate a program requiring prospective teachers to pass a written test before being awarded certification. Furthermore, 30 states were testing or planning to test applicants for admission to college or university teacher education programs.

The stated goal of evaluation of teachers at the preservice level is to predict the effectiveness of future teachers in the classroom in order to control the quality of individuals entering the profession (Murray, 1986). Test-enforced standards for admission to teacher preparation programs and for certification are seen by proponents as means to screen unqualified individuals, to strengthen the profession, and to attract better qualified candidates. As a result of these competency testing programs, the public's confidence in teachers, teaching, and the schools is expected to improve (Sandefur, 1984).

Although some states and teacher education institutions have developed their own minimum competency examinations, most have turned to the Pre-Professional Skills Tests (PPST) or the National Teacher Examinations (NTE) for this purpose. With the increased use of the PPST and NTE for

the screening of potential teachers comes the challenge of developing methods and procedures to validate the tests. Using scores from competency examinations for program admission or certification decisions without conducting validity studies would constitute an improper use of the tests, according to the Uniform Guidelines on Employee Selection Procedures (1978) and the Standards for Educational and Psychological Testing (1985), and would likely be challenged in court (Cross, 1985). Ideally, these validation studies should involve gathering evidence that the test content is appropriate and gathering evidence that the test scores are related to desired outcomes.

Validation of the PPST and NTE

Validation studies involving the PPST and/or the NTE have been conducted in a number of states including New York (Faggen, 1985), Indiana (Elford, 1985), New Jersey (Masonis, 1983), Idaho (Salzman, 1988), and Virginia (Macmillan, 1982) among others. All of these studies have focused on establishing content validity in the following two ways: (1) by asking panels of professional educators to judge the extent to which the content of the tests represents the domain of knowledge requisite to the job of teaching and (2) by asking college-level educators to judge the extent to which the tests represent the content of teacher education programs. Several validation studies (Cross, 1985; Lovelace & Martin, 1984; Poggio et al., 1986) have focused on establishing criterion-related validity by investigating the relationships between performance on the PPST or NTE and success as an undergraduate student and performance on measures of academic achievement or scholastic aptitude.

No published research, however, exists on the ability of scores from the PPST or NTE to predict actual classroom performance of either preservice or inservice teachers. In a review of teacher competency examinations, Merwin (1981) noted, "...after 35 years of use there is a lack of empirical evidence to support the predictive validity of these tests" (p. 515). State mandates calling for testing to certify "persons expected to be effective teachers" create the need for studies to determine if teacher competency tests, specifically the PPST and NTE, do indeed differentiate those judged effective from those seen as ineffective. Although it seems logical that the greater the teacher's knowledge in the teaching field, the greater the chance of that person being an effective teacher, little research has been attempted which directly relates teaching and subject knowledge as measured by the PPST or NTE and teacher classroom performance.

Purpose of Study

The purpose of the present study was to examine the PPST and NTE as predictors of student teacher classroom performance as measured by three instruments from the Teacher Performance Assessment Instruments (TPAI). Toward that end, the answers to three major questions were sought:

1. How well do scores from the PPST (Reading, Writing, and Mathematics subtests) predict student teachers' actual classroom performance?

2. How well do scores from the NTE Core Battery (Communication Skills, General Knowledge, and Professional Knowledge subtests) predict student teachers' actual classroom performance?

3. What are the relative contributions of PPST scores, NTE scores, grade point average, gender, age, and paraprofessional teaching experience to the prediction of student teacher classroom performance?

Method

The present study comprises three phases of a longitudinal project investigating the validity of the PPST as a test for teacher education program entrance at Idaho State University and the validity of the NTE Core Battery as a test for initial teacher certification in the state of Idaho.

Subjects

Subjects of the study included 305 (93%) of the 329 teacher education students completing student teaching practicum during the spring and fall semesters of 1988 and the spring semester of 1989 at Idaho State University. Because these students were required to complete student teaching during the last semester of their teacher education program, the majority (n = 247) were in their senior year of college. Thirty-one were graduate students working on teacher certification only. Most of the students were elementary or secondary education majors. Other majors included special education and speech pathology. There were 73 (24%) males and 232 (76%) females in the sample.

The submission of PPST scores is one of several requirements for admission to the Teacher Education Program at Idaho State University, and all 305 student teachers had taken the PPST between September of 1985 and December of 1988. Because minimum cut-off scores had not been established at the time of the present study, no students were excluded from the Teacher Education Program and, as such, the study on the basis of PPST scores. As mandated by the Idaho State Board of Education, all student teachers had taken the NTE Core Battery in the academic years 1987-1989 during the last year of their teacher preparation.

Instrumentation

Pre-Professional Skills Tests. Developed by Educational Testing Service (ETS) in 1983 as a basic skills measure for teacher education program admission, the PPST consists of three subtests assessing reading, writing, and mathematics skills. Raw scores are reported separately for each subtest on a scale of 150-190; there is no composite score. The tests cover content that should have been acquired during high school and the early college years (Educational Testing Service, 1986).

National Teacher Examinations--Core Battery. The NTE Core Battery, introduced in 1982, consists of standardized tests used primarily to measure the academic knowledge and skills of beginning teachers (Educational Testing Service, 1986). The NTE Core Battery is composed of the following three separate two-hour examinations: (1) Communication Skills measuring listening, reading, writing, and essay composition; (2) General Knowledge including literature and fine arts, mathematics, science, and social studies; and (3) Professional Knowledge focusing on psychology, methods, evaluation, and the legal and organizational background of American public education. A separate score is provided for each test; there is no total Core Battery score. Scores are reported as raw scores, the total number correct on each subtest.

Teacher Performance Assessment Instruments. Student teacher classroom performance was measured by the TPAI (Capie, Johnson, Anderson, Ellett, & Okey, 1979). The five instruments of the TPAI (Teacher Planning and Materials, Classroom Performance, Interpersonal Skills, Professional Standards, and Student Perceptions) were designed to determine how well

classroom teachers can demonstrate certain minimal teaching skills which are considered to be essential to good teaching (Capie, Ellett, & Johnson, 1980). Of the five instruments, three are recommended for certification purposes and were used in the present study:

1. The Teaching Plans and Materials Instrument measures skills related to planning for instruction. The teacher being rated is asked to prepare a written instructional unit and trained data collectors then study the teacher's plans and rate instrument items related to planning, selecting objectives, and choosing materials and equipment.

2. The Classroom Procedures Instrument allows trained raters to measure skills related to actual instructional practices within the classroom setting. Direct observation becomes the major source of data.

3. The Interpersonal Skills Instrument measures the teacher's ability to create a comfortable social setting, demonstrate warmth and friendliness, and manage classroom interactions. As with the Classroom Procedures Instrument, ratings are based on actual classroom observation.

The three instruments of the TPAI consist of 45 broad statements of generic teaching competencies. For each teaching competency, competency indicators are listed in order to define behaviors representative of the competency. The more indicators a teacher demonstrates proficiently, the more likely it is that the teacher demonstrates the target competency. The third order of item classification and scoring is a set of sentence-length statements called descriptors. Scored on a scale from 1 to 5, descriptors are more specific than either competencies or indicators and are used to describe the quality of a teacher's performance relevant to a

competency indicator. Table 1 contains examples of a competency, indicators, and descriptors for the Teaching Plans and Msterials Instrument.

The general TPAI scoring procedures require the data collector to rate the teacher being assessed on each indicator by assigning to a number (on a scale from 1 to 5) to represent the descriptor which best defines the teacher's behavior. The final score for any competency is a mean which ranges from 1.00 to 5.00. The sum of mean scores on all competencies of each instrument then becomes the total score for that instrument. A separate score is provided for each of the three instruments; a total score is computed by summing the scores of the three instruments.

The validity of the TPAI has been investigated in a variety of studies. Content validity was examined through a nationwide experts' opinion study which sought to verify the competencies, their indicators, and descriptors as essential for teaching (Johnson, Okey, Capie, Ellett, & Adams, 1978). Discriminant validity has been investigated by comparing the TPAI scores of beginning teachers with those of more experienced teachers (Ellett, Johnson, Capie, & Okey, 1978). Construct validity has been examined through a factor analysis of competencies and indicators (Ellett et al., 1978). Criterion-related validity has been investigated by correlating elementary and secondary teacher TPAI scores with a variety of criterion variables such as student achievement on standardized and teacher-made tests and observation of student "on-task" behavior (Okey, Capie, Ellett, & Johnson, 1978). In all instances, evidence obtained from these studies is supportive of the validity of the TPAI.

Table 1

Example of a Competency, Indicator, and Descriptors from the Teacher Performance Assessment Instruments

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Competency II: ORGANIZES INSTRUCTION TO TAKE INTO ACCOUNT INDIVIDUAL DIFFERENCES AMONG LEARNERS

Indicator 6: *Organizes instruction to take into account differences among learners in their capabilities.*

Descriptors:

a. Present instruction is based on an assessment of learner's past performance.

*b. Assignments are differentiated according to the range of learner abilities.

*c. Materials to achieve a given objective are compatible with the range of the learner's abilities.

*d. Remedial or enrichment activities are described for the unit.

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*Evidence of this descriptor must be found in the portfolio.

Ratings

1. None of the descriptors is evident.
2. One of the descriptors is evident.
3. Two of the descriptors are evident.
4. Three of the descriptors are evident.
5. Four of the descriptors are evident.

Investigations of the reliability of the TPAI have been conducted using videotaped and actual teacher performance in the classroom. Studies of interrater agreement in both settings (Johnson et al., 1978; Lovelace & Martin, 1984) and internal consistency analyses (Johnson et al., 1978; Okey et al., 1978) yielded reliability indices ranging from .85 to .93, providing evidence for the reliability of the TPAI and the assessment process.

Procedures

As one of several requirements for admission to the Teacher Education Program, all subjects took the PPST between September of 1985 and December of 1988. In addition all study subjects, as mandated by the Idaho State Board of Education, took the NTE Core Battery during the last year of their teacher preparation. Subjects registered to take the PPST and NTE through the Counseling and Testing Center, Idaho State University, an Educational Testing Service designated testing site. The examinations were administered by Testing Center personnel at the Education Building, Idaho State University, on pre-announced testing dates during the academic years 1985-1989. The University has contracted with Educational Testing Service for the scoring of the PPST and NTE Core Battery and the forwarding of score reports that are then placed in Department of Education, Idaho State University files.

Student teacher performance was measured by three instruments from the Teacher Performance Assessment Instruments (Capie et al., 1979): (1) the Teaching Plans and Materials Instrument, (2) the Classroom Procedures Instrument, and (3) the Interpersonal Skills Instrument.

Approximately two and one-half hours were required for each observation of a student teacher with the three instruments: one hour to examine a portfolio of instructional unit plans prepared by the student teacher and one and one-half hours to interview and actually observe the student teacher in the classroom environment.

Twenty-four raters, Idaho State University faculty members and public school teachers and administrators, were trained to observe the student teachers using the TPAI. Raters examined sample instructional units, observed videotapes, and rated the teachers' performances using the three instruments from the TPAI. Following training, the raters observed and rated a videotaped lesson and interrater reliability for the observations was then computed. Interrater reliability of the 24 raters using the TPAI indicated classroom observation agreement rates of 91%.

The 24 raters were assigned from 5-8 student teachers during each semester. The raters were responsible for rating each student teacher's instructional unit, interviewing the student teacher, and then observing each student teacher for the duration of one lesson in the student teacher's assigned classroom. A total of three ratings/observations were completed for each student teacher during the last six weeks of the student teacher's second teaching assignment (i.e., during the last 6 of 18 weeks of student teaching practicum). TPAI teacher performance ratings were recorded by the raters on summary data sheets. Facsimiles of the summary data sheets appear in Appendix A.

In addition to the classroom observations, raters collected the following demographic data for each student teacher: gender, age,

certification level (i.e., elementary or secondary), and paraprofessional teaching experience. Cumulative grade point average, PPST scores, and NTE scores were gathered by the principal investigator from Idaho State University Department of Education files with permission of the study participants. A coding sheet summarizing TPAI scores, PPST scores, NTE scores, grade point average, and demographic data for each student teacher was then completed by the principal investigator. A facsimile of the coding sheet appears in Appendix B.

Data Analysis

Pearson product moment correlations were computed to determine the extent of the relationships between PPST subtest scores (Reading, Writing, and Mathematics), NTE subtest scores (Communication Skills, General Knowledge, and Professional Knowledge), and TPAI scores (Teaching Plans and Materials, Classroom Procedures, and Interpersonal Skills). In addition, a multiple regression analysis was conducted in order to investigate the factors that predict student teacher performance. The TPAI total score was the criterion variable and predictor variables included PPST scores, NTE scores, cumulative grade point average, age, gender, and paraprofessional teaching experience.

Results

Because the data were collected within the constraints of an actual academic setting, complete sets of data were not always available. Pairwise and listwise deletion procedures were used to accommodate to this situation, the choice depending on the nature of the analysis and the requirements of the statistical method employed.

Correlations

The correlations for the PPST subtest scores, NTE subtest scores, and TPAI subtest and total scores are presented in Table 2. The *n* for each correlation is shown in parentheses between the correlations. The discrepancy between *n*'s for the PPST and NTE scores is attributable to circumstances where NTE scores were not available for student teachers seeking certification in states not requiring the submission of NTE scores.

The correlations between the PPST and NTE subtests are all statistically significant at the .01 level or beyond and are all of a high order of magnitude ranging from .36 to .80. The highest PPST correlates of each NTE subtest score were identified. For NTE Communication Skills, the highest correlates are PPST Reading (.80) and PPST Writing (.78). The highest PPST correlate of NTE General Knowledge is PPST Reading (.78). For NTE Professional Knowledge, the highest correlate is again PPST Reading (.60). These data suggest the importance of verbal skills, especially reading, to performance on teacher certification examinations.

In general, the correlations between the PPST and TPAI scores are of a low order of magnitude ranging from only .09 to .29. Of the 12 correlations, 3 are significant: the PPST Reading score has correlations of .29 ($\rho < .01$), .23 ($\rho < .05$), and .24 ($\rho < .05$) respectively with the TPAI Classroom Procedures, Interpersonal Skills, and total scores. Thus, the PPST Reading score accounts for 8%, 5%, and 6% respectively of the variance of two of the TPAI subtest scores, Classroom Procedures and Interpersonal Skills, and the TPAI total score. These data suggest the possible underlying importance of reading to classroom teaching procedures and interpersonal skills.

Table

Correlations Between PPST,

Variable	PPST Reading	PPST Writing	N
NTE: Communication Skills	.80** (279)	.78** (279)	
NTE: General Knowledge	.78** (279)	.63** (279)	
NTE: Professional Knowledge	.60** (279)	.56** (279)	
TPAI: Teaching Plans and Materials	.19 (305)	.13 (305)	
TPAI: Classroom Procedures	.29** (305)	.13 (305)	
TPAI: Interpersonal Skills	.23* (305)	.17 (305)	
TPAI: Total	.24* (305)	.15 (305)	

Note. Numbers in parentheses denote *n*.
** $p < .01$
* $p < .05$

NTE, and TPAI Scores

PPST athematics	NTE CS	NTE GK	NTE PK
.44** (279)			
.62** (279)			
.36** (279)			
.12 (305)	.18 (279)	.14 (279)	.09 (279)
.09 (305)	.32** (279)	.14 (279)	.15 (279)
.11 (305)	.25* (279)	.18 (279)	.14 (279)
.10 (305)	.27** (279)	.15 (279)	.13 (279)

Relative to relationships between NTE and TPAI scores, the correlations are in general of a low order of magnitude ranging from .08 to .32. Of the 12 correlations, 3 are significant: the NTE Communication Skills score has correlations of .32 ($\rho < .01$), .25 ($\rho < .05$) and .27 ($\rho < .01$) respectively with the TPAI Classroom Procedures, Interpersonal Skills, and total scores. Thus, the NTE Communication Skills score accounts for 10%, 6%, and 7% respectively of the variances of two of the TPAI subtest scores, Classroom Procedures and Interpersonal Skills, and the TPAI total score. These data again suggest the possible underlying importance of verbal skills, specifically listening, writing, and reading, to classroom teaching procedures and interpersonal skills.

Multiple Regression Analysis

Following the calculation of correlation coefficients, a step-wise multiple regression analysis was performed in order to determine the variables that predict student teacher performance, in which combination and to what extent. The TPAI total score was the criterion variable and predictor variables included PPST scores, NTE scores, cumulative grade point average, age, gender, and paraprofessional teaching experience. The reduction of the sample n to 279 is attributable to circumstances where NTE scores were not available for student teachers.

In general, multiple regression requires that variables are measured on an interval or ratio scale. However, through the use of "dummy categories," the nominal variables used in this study could be incorporated into the regression. A set of dummy variables was created by treating each category of nominal variable as a separate variable and

Table

Multiple Regress

Independent Variable
NTE: Communication Skills
PPST: Reading
Paraprofessional experience: Substitute teacher
Grade point average
Additive constant

Corrected Multiple R	.514
Corrected R square	.264
σ_e	.233

3

ion Analysis

B	R	R^2
4.180	.541	.293
2.053		
-.254		
.281		
53.384		

assigning a score of 0 or 1 for all cases depending on the absence or presence of each of the categories. For example, the nominal variable of gender with categories of female and male was conceived as two separate dichotomous variables. Each subject in the study was then assigned a score of 0 or 1 on both of these variables. Thus, since the dummy variables created from the nominal variables had metric values of 0 and 1, they could be treated as interval variables and inserted into the regression.

Table 3 summarizes the results of the multiple regression analysis. Four variables contributed significantly ($\rho < .05$) to the prediction of TPAI total scores: PPST Reading scores, NTE Communication Skills scores, paraprofessional teaching experience as a substitute teacher, and grade point average. The proportion of variance in TPAI scores attributable to the composite set of four significant variables is approximately .29. Following guidelines suggested by Glass and Hopkins (1984), correction for possible biased overestimation of the multiple correlation in a population of less than 50 times the number of predictors was made. The corrected multiple *R*, .51, is slightly lower than the value obtained from the original regression, .54. Thus, after correction for bias, approximately 26% of the variance in student teacher performance is accounted for by the composite set of predictors.

Conclusions

In response to the demand for improved teacher quality, many teacher education institutions, states, and individual school districts have mandated policies requiring successful performance on the PPST and/or NTE prior to program entrance and professional certification. The stated

goal of evaluation of teachers at the preservice level is to predict the effectiveness of future teachers in the classroom in order to control the quality of individuals entering the profession (Murray, 1986). Mandates calling for testing to certify "persons expected to be effective teachers" precipated the present study examining the extent to which PPST and NTE scores differentiate those judged effective from those seen as ineffective.

The PPST and NTE Core Battery are weak predictors of actual classroom performance of student teachers in the present study, based on the Teaching Plans and Materials, Classroom Procedures, and Interpersonal Skills instruments of the TPAI. While the PPST and NTE as paper-and-pencil tests may serve as measures of student teachers' professional and subject matter knowledge, they do not reveal how well the student teachers will actually perform in the classroom. The PPST and NTE Core Battery did not predict teaching performance of the preservice teachers in the study and, thus, do not strongly suggest themselves as competency measures for teacher certification.

Why are PPST and NTE scores such poor predictors of teacher classroom performance ratings? Any score on a standardized test of knowledge in professional or general education is bound to measure only a sample of the important qualities necessary to be a successful teacher. Many of these qualities have less to do with knowledge of subject matter than with management and planning strategies within the classroom. The field of teacher assessment and its concerns, therefore, are actually much broader than the scope of the Pre-Professional Skills Tests and the National Teacher Examinations.

It is critical to be clear about the purpose of teacher competency tests and the inferences that can legitimately be drawn from them. The earliest purposes of teacher competency tests were clearly connected to rank ordering teachers in order to select the most competent for employment. Today, largely as a result of social forces that extend well beyond the world of education, the emphasis of preservice teacher assessment in general and the PPST and NTE in particular is on a licensing function. The current clear intent of the PPST and NTE, which is shared by the test developers, users, and the courts, is to provide a basis for teacher education institutions and certification agencies to carry out their mandates to identify "persons expected to be effective teachers."

This responsibility has many facets, only some of which are addressed by the PPST and NTE. The tests' role in this complex system of evaluation is to provide the basis for judgment, in the absence of opportunity for direct observation, that prospective teachers have reached a level of professional and subject matter knowledge judged necessary for beginning teachers. Therefore, the PPST and NTE may be necessary but not sufficient ingredients in understanding what kind of teachers we want in our classrooms. Written competency examinations are directly tied to a knowledge base, not to performance in the classroom where many additional and more complex factors come into play.

What then should be tested in entry-level teaching professionals? Certainly, testing should address the candidates' awareness of and ability to apply the knowledge bases of teaching, content or discipline-based knowledge and ability to differentiate that knowledge according to

students' needs and competencies, interpersonal and oral and written communication skills, and demonstration of the ability to plan and implement instruction. A multiple assessment approach would create an instrument combining written, interactive, and demonstration components. The future generation of competency examinations seem to presage some combination of pencil-and-paper testing of one or more knowledge bases, problem solving through simulation or interactive video, and a professional dossier or portfolio.

Regardless of the format of the competency examination utilized, paper-and-pencil or performance assessment, sound practice calls for validation studies to evaluate the correspondence between a given test's actual characteristics and the stated purpose of the testing program. First, given the current purpose of teacher competency examinations to demonstrate knowledge and skills necessary for beginning teachers, content validity is an absolute necessity. It must be established that the test items are relevant to the work of teaching and that the test content adequately and accurately represents the pedagogical and subject matter domains it purports to sample.

A second interrelated piece of evidence critical to the consideration of appropriate validation addresses the predictive inferences made from teacher competency examinations. Given state mandates calling for testing to identify persons expected to be effective teachers, predictive validity evidence is essential. It must be established that teacher competency examinations do indeed differentiate effective from ineffective teachers.

Finally, appropriate validation should be concerned with the heretofore unconsidered issue of the construct validity of teacher competency tests. Inferences about test scores should be clearly related to psychological and educational theory about what constitutes effective teachers and teaching. Conducting construct validation studies, however, exposes judgments made on the basis of theoretical and philosophical values and, as such, thrusts the question of validity into legal and social arenas.

Certainly, there are challenges to be met with regard to teacher competency testing. Critical decisions in these profound professional matters must be made judiciously in a variety of areas. However, there should be no fear of seeking alternate methods of qualifying those who will teach the youth of this nation. Perhaps teacher competency testing has been accepted too soon and too unequivocably as a panacea without fully recognizing the problems associated with teacher testing programs and without adequately identifying other sources of assessing preservice professional competence.

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Appendix A:

Teacher Performance Assessment Instruments

Summary Data Sheets

Teaching Plans and Materials

PLANS INSTRUCTION TO ACHIEVE SELECTED OBJECTIVES

TPM 1	Specifies or selects learner objectives for lessons.	TPM 1 _____
TPM 2	Specifies or selects teaching procedures for lessons.	TPM 2 _____
TPM 3	Specifies or selects content, materials, and media for lessons.	TPM 3 _____
TPM 4	Specifies or selects materials and procedures for assessing learner progress on the objectives.	TPM 4 _____
TPM 5	Plans instruction at a variety of levels.	TPM 5 _____

ORGANIZES INSTRUCTION TO TAKE INTO ACCOUNT INDIVIDUAL DIFFERENCES AMONG LEARNERS

TPM 6	Organizes instruction to take into account differences among learners in their learning capabilities.	TPM 6 _____
TPM 7	Organizes instruction to take into account differences among the learners in their learning styles.	TPM 7 _____
TPM 8	Organizes instruction to take into account differences among learners in their rates of learning.	TPM 8 _____

OBTAINS AND USES INFORMATION ABOUT NEEDS AND PROGRESS OF INDIVIDUAL LEARNERS

TPM 9	Uses teacher-made or teacher-selected evaluation materials or procedures to obtain information about learner progress.	TPM 9 _____
TPM 10	Communicates with individual learners about their needs and progress.	TPM 10 _____

STUDENT CODE NO. _____

REFERS LEARNERS WITH SPECIAL PROBLEMS TO SPECIALISTS

TPM 11	Obtains and uses information about learners from cumulative records.	TPM 11 _____
TPM 12	Identifies learners who require the assistance of specialists.	TPM 12 _____
TPM 13	Obtains and uses information from co-workers and parents to assist with specific learner problems.	TPM 13 _____

OBTAINS AND USES INFORMATION ABOUT THE EFFECTIVENESS OF INSTRUCTION TO REVISE IT WHEN NECESSARY

TPM 14	Obtains information on the effectiveness of instruction	TPM 14 _____
TPM 15	Revises instruction as needed using evaluation results and observation data.	TPM 15 _____

STUDENT CODE NO. _____

USES INSTRUCTIONAL TECHNIQUES, METHODS, AND MEDIA RELATED TO THE OBJECTIVES

CP 1	Uses teaching methods appropriate for objectives, learners, and environment.	CP 1 _____
CP 2	Uses instructional equipment and other instructional aids.	CP 2 _____
CP 3	Uses instructional materials that provide learners with appropriate practice on objectives.	CP 3 _____

COMMUNICATES WITH LEARNERS

CP 4	Gives directions and explanations related to lesson content	CP 4 _____
CP 5	Clarifies directions and explanations when learners misunderstand lesson content.	CP 5 _____
CP 6	Uses reponses and questions from learners in teaching.	CP 6 _____
CP 7	Provides feedback to learners throughout the lesson.	CP 7 _____
CP 8	Uses acceptable written and oral expression with learners.	CP 8 _____

DEMONSTRATES A REPERTOIRE OF TEACHING METHODS

CP 9	Implements learning activities in a logical sequence.	CP 9 _____
CP 10	Demonstrates ability to conduct lessons using a variety of teaching methods.	CP 10 _____
CP 11	Demonstrates ability to work with individuals, small groups, and large groups.	CP 11 _____

STUDENT CODE NO. _____

REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT IN INSTRUCTION

CP 12 Uses procedures which get learners initially involved in lessons. CP 12 _____

CP 13 Provides learners with opportunities for participating. CP 13 _____

CP 14 Maintains learner involvement in lessons. CP 14 _____

CP 15 Reinforces and encourages the efforts of learners to maintain involvement. CP 15 _____

DEMONSTRATES AN UNDERSTANDING OF THE SCHOOL SUBJECT BEING TAUGHT

CP 16 Helps learners recognize the purpose and importance of topics or activities. CP 16 _____

CP 17 Demonstrates knowledge in the subject area. CP 17 _____

ORGANIZES TIME, SPACE, MATERIALS, AND EQUIPMENT FOR INSTRUCTION

CP 18 Attends to routine tasks. CP 18 _____

CP 19 Uses instructional time effectively. CP 19 _____

CP 20 Provides a learning environment that is attractive and orderly. CP 20 _____

STUDENT CODE NO. _____

DEMONSTRATES ENTHUSIASM FOR TEACHING AND LEARNING AND THE SUBJECT BEING TAUGHT

IS 1	Communicates personal enthusiasm.	IS 1 _____
IS 2	Stimulates learner interest.	IS 2 _____
IS 3	Conveys the impression of knowing what to do and how to do it.	IS 3 _____

HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS

IS 4	Demonstrates warmth and friendliness.	IS 4 _____
IS 5	Demonstrates sensitivity to the needs and feelings of learners.	IS 5 _____
IS 6	Demonstrates patience, empathy, and understanding.	IS 6 _____

MANAGES CLASSROOM INTERACTIONS

IS 7	Provides feedback to learners about their behavior.	IS 7 _____
IS 8	Promotes comfortable interpersonal relationships.	IS 8 _____
IS 9	Maintains appropriate classroom behavior.	IS 9 _____
IS 10	Manages disruptive behavior among learners.	IS 10 _____

STUDENT CODE NO. _____

Appendix B:

Coding Sheet

PPST/NTE and Student Teacher Performance

Coding Sheet

Student Code Number _____

Certification Level _____
1. Elementary
2. Secondary

Gender _____
1. Female
2. Male

Age _____

Paraprofessional Teaching Experience _____
1. Classroom Aide
2. Substitute
3. None

GPA _____

PPST Mathematics _____

PPST Reading _____

PPST Writing _____

NTE Communication Skills _____

NTE General Knowledge _____

NTE Professional Knowledge _____

TPAI Teacher Planning and Materials _____

TPAI Classroom Procedures _____

TPAI Interpersonal Skills _____